Government of
Saskatchewan

# Annual Report
# 2002-2003

## Saskatchewan Learning

For the fiscal year ending
March 31, 2003

Saskatchewan
Our Future is Wide Open

103-06585/

# Annual Report 2002-2003

## Saskatchewan Learning

The annual report of
Saskatchewan Learning
for the period April 1, 2002 to March 31, 2003

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# Letter of Transmittal from the Minister

March 31, 2003

The Honourable Dr. Lynda M. Haverstock
Lieutenant Governor of Saskatchewan
Province of Saskatchewan

Your Honour:

I have the honour to present Saskatchewan Learning's annual report for the period April 1, 2002 to March 31, 2003.

Respectfully submitted,

Judy Junor
Minister of Learning

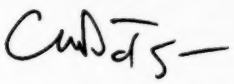
# Letter of Transmittal from the Deputy Minister

March 31, 2003

Honourable Judy Junor
Minister of Learning

I have the honour to present the first annual report of the new Department of Learning for the period April 1, 2002 to March 31, 2003.

The amalgamation of Early Childhood Development, Education (K-12), Post-Secondary and Skills Training, and the Provincial Library into the new Department of Learning has created a stronger department, one that is better able to respond to the lifelong learning needs of Saskatchewan's diverse population and our global economy.



Craig Dotson
Deputy Minister of Learning

## Who We Are

The Department of Learning serves to advance the social, economic and personal well-being of Saskatchewan people. We accomplish this through leadership and support programs from Early Childhood Development, through Pre-Kindergarten to Grade 12, to technical training and post-secondary education, and public library services. The department provides responsive leadership to meet the learning and development needs of Saskatchewan children, youth and adults, and to meet the employment needs of the Provincial labour market.

**Our Vision**

Through life-long learning, all Saskatchewan people become knowledgeable and skilled citizens contributing to and benefiting from society and the economy.
The province is transformed socially and economically through the leadership of the learning sector.

We envision a learning society, deeply rooted in social, economic, civic and cultural development and transformed through leadership from across the learning sector. The learning sector has a profound impact on the social and economic well-being of the province through the education of individuals and dynamic partnerships with individual employers and industry. Strong and vibrant communities are shaped through the leadership of institutions and organizations within the learning sector. We advance a strong economy through career development, skills training, apprenticeship training and certification, and University education. Our contribution to a diverse cultural appreciation within the province is found through language programs, fine arts education, First Nations and Métis cultural awareness, community service and programs, and libraries. We enhance participation in the civic life of the province by preparing individuals for active citizenship, relying on local and institutional decision-making expertise across the province and by actively supporting more than one hundred and forty collective agreements across the sector.

We envision young children, healthy in every respect, ready to make the most of life's learning opportunities. The Early Childhood Development Unit, through programs like KidsFirst, is working to accomplish this through a community-based network of supports and services that help vulnerable families develop the capacity to nurture their children.

We envision a public school system providing the highest quality learning experiences from Pre-Kindergarten through the elementary and secondary years through which all children and youth will be successful learners. To accomplish this, Saskatchewan Learning establishes policies, regulations, and legislation that help ensure a high-quality early childhood and K-12 education program, culture, and climate for students. These include the certification of teachers; the curriculum and instructional practices to be used in all schools; the regulation of independent schools and home-based education; the distribution of provincial funding and capital grants to school divisions; and the structure and boundaries of school divisions. Our focus is on supporting and developing programs and services for the benefit of students and developing effective and supportive partnerships to create positive economic and social benefits in the province.

For our adult learners, we envision a wide range of learning opportunities and environments to meet their needs and to provide skilled and knowledgeable citizenry for a growing Saskatchewan economy. To accomplish this, the Department provides leadership and financial support for students and high-quality programs and services in the post-secondary education and training part of the learning sector. Degree, diploma, certificate and non-credit, continuing education and apprenticeship programs are offered through the universities, the Saskatchewan Institute of Applied Science and Technology (SIAST), Regional Colleges, Aboriginal Institutions, Private Vocational Schools, the Apprenticeship and Trade Certification Commission and in the workplace. We also provide income support for learners to access basic education and skills training. The focus of income support through loans, bursaries, training allowances or benefits is to ensure all students have

equitable access to post-secondary education and training.

We envision a strong and competitive learning sector that is the foundation of a strong and competitive economy. This is supported by first-class research and development activity in our universities, which attracts and retains the brightest researchers and faculty members in the country. We also see a highly responsive education and training system that matches skilled and highly-educated citizens with the needs of the labour market. Saskatchewan Learning works with its partners to recognize and respond to the changing labour market, with its increased emphasis on both knowledge-based skills and basic employability skills. Saskatchewan Learning also works with other departments, the federal government, the private sector and the two universities to recognize and support research and development activity.

We envision a provincial learning environment supported by a robust public library system. The Provincial Library facilitates the goal of equitable access to library information and resources for Saskatchewan residents by encouraging co-operation and resource sharing among all libraries in the province. It is entrusted through legislation to co-ordinate and support the province-wide public library system.

There is diversity in the relationships between the Minister of Learning and the various post-secondary institutions, public school boards, and public library boards. These relationships differ by degree of accountability and are set out in legislation, formal agreements and regulations.

The true strength of this department is our employees. Their expertise is just as diverse as the programs and services we deliver and they contribute to more than 275 committees, councils and working groups ranging from interdepartmental to international education-related agendas.

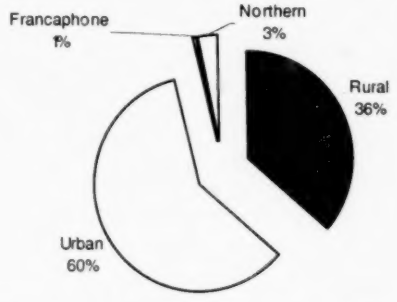
Saskatchewan Learning has 564 full-time equivalent staff located in eight centres across the province. These locations include seven regional offices in Swift Current, Weyburn, Regina, Melfort, Saskatoon, North Battleford, and LaRonge. Regional offices are often the first point of contact for parents, school divisions and the general public on education-related matters.

The accomplishments cited in the annual report are the direct result of this unique combination of employee expertise, networks and dedication.

The Department of Learning's 2003-2004 Performance Plan – outlined in section two of this report - represents a balanced approach to addressing the diverse needs of individuals, communities and the economy. We continue to support a diverse learning sector that has evolved over time to respond to changing needs and expectations.

# A Snapshot of the Learning Sector

**Saskatchewan K-12 Enrolment**
at September 30, 2002




| | |
|---|---|
| Rural Enrolment: | 64,471 |
| Urban Enrolment: | 106,632 |
| Francophone Enrolment: | 1,014 |
| Northern Enrolment: | 5,476 |
| **Total K-12 Enrolment:** | **177,593** |

*Source: Saskatchewan Learning*

| **University Enrolments** (at Fall 2002) | **Full-Time Students** | **Part-Time Students** |
|---|---|---|
| University of Regina | 9,152 | 4,037 |
| University of Saskatchewan | 16,672 | 4,563 |
| **Total for both Universities** | **25,824** | **8,600** |

| **SIAST Enrolments** (2001-02) | |
|---|---|
| Certificate and Diploma Programs | 4,849 |
| Apprenticeship[1] | 2,560 |
| Extension[2] | 3,641 |
| Job Start / Future Skills | 839 |
| Adult Basic Education | 1,741 |
| **Total FLE[3] Enrolment** | **13,630** |

[1] SIAST delivers the majority of the apprenticeship training in Saskatchewan. These students are included in the Apprenticeship (ATCC) enrolment numbers.

[2] Regional Colleges deliver credit programs through a brokerage system with SIAST. Extension enrolment figures include SIAST programs delivered through regional Colleges.

[3] SIAST converted reporting student enrolment to Full-Load Equivalents (FLE's) from Full-Time Equivalents (FTE's). SIAST feels this is more inclusive of all training activity through the institution and better reflects all forms of program delivery.

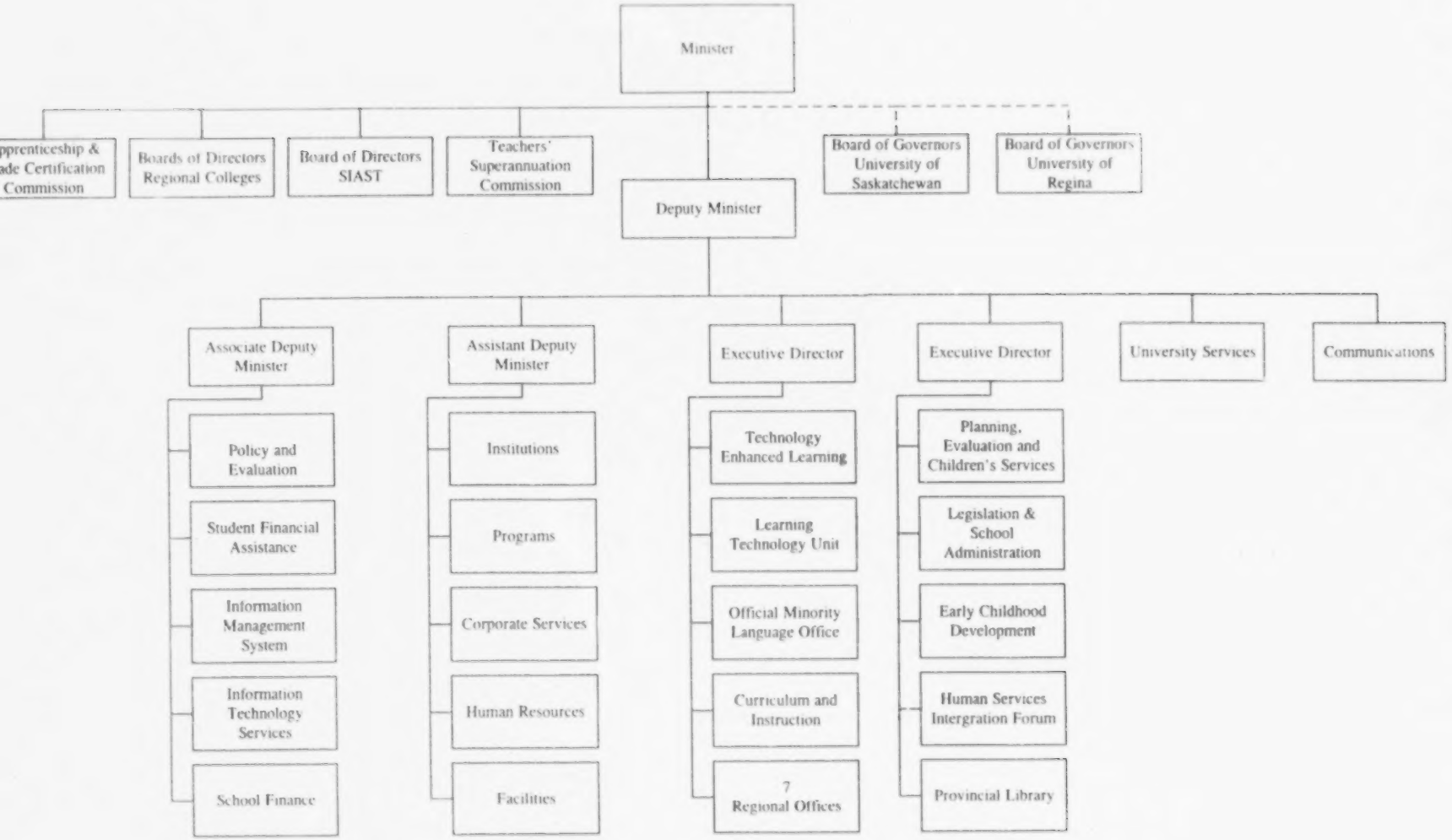
| **Apprenticeship and Trade Certification Commission (ATCC)** (2001-02) | |
|---|---|
| Registered apprentices | 5,205 |
| Apprentices receiving technical training (*includes apprentices registered through SIAST)* | 2,898 |

| **Regional Colleges** (2001-02) | |
|---|---|
| Basic Education | 3,850 |
| Vocational/Technical, University Courses and Programs | 14,727 |
| Non-Credit Courses | 11,549 |
| **Total Enrolments** | **30,126** |

**Private Vocational Schools - Full-Time Enrolments** (2001-02) 5,400

## Saskatchewan Learning

Organization Chart at March 31, 2003



# Legislation

The Minister of Learning has responsibility for the following Acts that define the Department's authorities and responsibilities:

*Apprenticeship and Trade Certification Act, 1999*

*Department of Post-Secondary Education and Skills Training Act, 2000*

*Education Act, 1995*

*Government Organization Act*

*Human Resources, Labour and Employment Act*

*League of Educational Administrators, Directors and Superintendents Act, 1991*

*Libraries Co-operation Act*

*Post-Secondary Graduate Tax Credit Act*

*Private Vocational Schools Regulation Act, 1995*

*Public Libraries Act, 1996*

*Regional Colleges Act*

*Registered Music Teachers Act, 2002*

*Saskatchewan Association of School Business Officials Act, 1993*

*Saskatchewan Indian Institute of Technologies Act*

*Saskatchewan Institute of Applied Science and Technology Act*

*Student Assistance and Student Aid Fund Act, 1985*

*Teachers' 1990-91 Collective Agreement Implementation Act*

*Teachers' Dental Plan Act*

*Teachers' Federation Act*

*Teachers' Life Insurance (Government Contributory) Act*

*Teachers' Superannuation and Disability Benefits Act*

*University of Regina Act*

*University of Saskatchewan Act, 1995*

# Our 2002-03 Annual Report

In April 2002, the new Department of Learning was formed by combining the former Department of Education and the Department of Post-Secondary Education and Skills Training, with the Provincial Library and Early Childhood Development. The year enabled the department to thoroughly integrate these components, as well as to deepen and strengthen collaborative relationships with all of the learning sector partners. The new department successfully developed its first performance plan for 2003-04, including the goals, objectives, and performance measures highlighted in this report. The first sector-wide performance plan will be developed for 2004-05.

The 2002-03 Annual Report serves two distinct purposes:

1. To report on accomplishments from the fiscal year 2002-03; and
2. To outline the goals, objectives and outcomes the department plans to achieve in 2003-04 and beyond.

This report is a transitional document for those components integrated to form the new department. The reporting period for the Department of Education had been the school year (July 1 to June 30). Effective April 1, 2002, the reporting period of the Department of Learning will be the government fiscal year (April 1 - March 31). Because the Department of Education's last annual reporting period was from July 1, 2001 to June 30, 2002, there might be some overlap reflected in this report.

The 2002-03 annual report is organized according to three common themes of the former departments:

1. Quality outlines programming that ensures Saskatchewan learners receive a high quality education;
2. Meeting Diverse Needs involves all of the information, programs and services that support the special needs of teachers and learners; and
3. Structural and Fiscal Sustainability relates to the legislation, finances, and special projects that ensured the education system runs smoothly and efficiently to benefit all Saskatchewan residents.

To note a few highlights during the year:

- The Department undertook initiatives to strengthen meeting the needs of Aboriginal learners. Of particular importance was the signing of a Memorandum of Understanding to improve outcomes for First Nations children in K-12, improving library services to Aboriginal people, and strengthening the Saskatchewan Urban Native Teacher's Education Program.

- An E-Learning Branch was integrated to incorporate components from K-12, post-secondary and the Saskatchewan Communications Network (SCN). The branch enhanced distance learning courses and web-based resources, as well as offered online learning opportunities in the locations, formats and times to fit Saskatchewan learner needs.

- The KidsFirst program was implemented as part of the Early Childhood Development Strategy. The program - shared between Social Services, Health and Learning – ensures there is a network of community based supports and services available that focus on the healthy growth and development of children and support the primary role of families.

- In February, 2002, the Government of Saskatchewan, including the Premier and the Ministers of Learning; Community Resources and Employment; Culture, Youth and Recreation; Justice; Health; and Government Relations and Aboriginal Affairs strongly endorsed the vision for School$^{PLUS}$ proposed by the Role of the School Task Force. The provincial government recognizes that schools must have two primary functions: to educate children and youth and to support human services delivery at the community level. The School$^{PLUS}$ initiative made great strides in 2002-03 and builds upon the strong foundation provided by Saskatchewan's education and human service delivery systems.

- The Department implemented the Post-Secondary Aboriginal Education and Training Action Plan with post-secondary partners to help Aboriginal people enter and succeed in post-secondary education, training and employment.

- More than 24 school divisions pursued voluntary amalgamation or restructuring in order to ensure administrative efficiencies are redirected toward enhanced student opportunities.

During the coming year, the department will continue to convene, support and chair meetings of the Learning Sector Strategic Planning Steering Committee to develop a sector-wide plan for 2004-05 with assistance from senior representatives from:

- Universities;
- SIAST;
- Regional Colleges;
- Saskatchewan Apprenticeship and Trade Certification Commission;
- Saskatchewan Teachers' Federation;
- Saskatchewan School Trustees Association;
- League of Educational Administrators, Directors and Superintendents;
- Saskatchewan Association of School Business Officials;
- Regional Libraries;
- Multitype Library Board;
- Federation of Saskatchewan Indian Nations (FSIN); and
- Metis Nation of Saskatchewan

Collaboration with all of our sector-wide learning partners promises to enhance and strengthen the learning sector during the coming years.

The Department made significant progress to develop its first performance plan for 2003-04, in keeping with the government-wide Accountability Framework. The plan for this upcoming year is attached as section two of the 2002-03 annual report. Subsequently, the department will be reporting on the performance measures and actions in the 2003-04 Annual Report to be release in July 2004.

# 2002-03 Fiscal Year Results

## Department of Learning
## 2002–03 Financial Results

| Program | 2002-03 Estimate ($000s) | 2002-03 Actual ($000s) | Variance ($000s) | Notes |
|---|---|---|---|---|
| **Administration** | **5,666** | **6,375** | **709** | 1 |
| **Accommodation and Central Services** | **6,450** | **11,435** | **4,985** | 2 |
| **Post Secondary Education** | **331,312** | **328,462** | **(2,850)** | |
| Operational Support | 3,613 | 3,136 | (477) | |
| Universities, Federated and Affiliated Colleges and Educational Agencies | 221,368 | 221,561 | 193 | |
| Saskatchewan Universities - Urban Parks | 802 | 802 | 0 | |
| Interprovincial Agreements | 707 | 576 | (131) | |
| Saskatchewan Institute of Applied Science and Technology (SIAST) | | | | |
| - Operating | 66,069 | 66,069 | 0 | |
| - Saskatchewan Property Management Corp. | 15,186 | 15,186 | 0 | |
| Regional Colleges | 15,911 | 15,715 | (196) | |
| Technology Enhanced Learning | 4,156 | 4,094 | (62) | |
| Post - Secondary Capital | 3,500 | 1,323 | (2,177) | 3 |
| **Early Childhood Development** | **2,092** | **2,041** | **(51)** | |
| **K-12 Education** | **502,382** | **518,362** | **15,980** | |
| Operational Support | 4,792 | 4,948 | 156 | |
| School Operating | 477,600 | 493,700 | 16,100 | 4 |
| School Capital | 2,850 | 3,027 | 177 | |
| School Capital – Debenture Interest Payments | 2,103 | 1,731 | (372) | |
| Curriculum and Instruction | 3,738 | 3,680 | (58) | |
| Regional Services | 6,078 | 5,892 | (186) | |
| Official Minority Languages Office | 4,527 | 4,507 | (20) | |
| Educational Agencies | 254 | 346 | 92 | |
| Learning Resources Distribution Centre – Subsidy | 0 | 1,660 | 1,660 | 5 |
| - Net Expenditure (Recovery) (Statutory) | (24) | (1,668) | (1,644) | 5 |
| Correspondence School Revolving Fund – Subsidy | 439 | 624 | 185 | |
| - Net Expenditure (Recovery) (Statutory) | 25 | (85) | (110) | |
| **Training Programs** | **44,845** | **42,880** | **(1,965)** | |
| Operational Support | 2,597 | 1,587 | (1,010) | |
| JobStart-Future Skills | 13,770 | 13,450 | (320) | |
| Northern Skills Training | 2,589 | 2,935 | 346 | |
| Apprenticeship and Trade Certification Commission | 9,410 | 9,410 | 0 | |
| Basic Education and Literacy | 13,907 | 13,750 | (157) | |
| Labour Market Information | 2,572 | 1,748 | (824) | |

| | | | | |
|---|---|---|---|---|
| **Student Support Programs** | **68,361** | **55,401** | **(12,960)** | |
| Operational Support | 9,265 | 11,735 | 2,470 | 1 |
| Saskatchewan Student Aid Fund | 32,994 | 17,244 | (15,750) | 6 |
| Provincial Training Allowances | 19,522 | 19,813 | 291 | |
| Apprenticeship Training Allowance | 1,500 | 1,416 | (84) | |
| Employability Assistance for People with Disabilities | 5,080 | 5,193 | 113 | |
| **Provincial Library** | **8,068** | **8,134** | **66** | |
| **Teachers' Pensions and Benefits** | **105,398** | **112,523** | **7,125** | |
| Administration and Operations | 1,404 | 1,424 | 20 | |
| Teachers' Superannuation Plan (Statutory) | 58,500 | 64,600 | 6,100 | 7 |
| Teachers' Group Life Insurance (Statutory) | 1,520 | 1,560 | 40 | |
| Teachers' Dental Plan | 6,944 | 7,469 | 525 | |
| Saskatchewan Teachers' Retirement Plan (Statutory) | 27,500 | 27,966 | 466 | |
| Teachers' Extended Health Plan | 9,530 | 9,504 | (26) | |
| **Sub-total** | **1,074,574** | **1,085,613** | **11,039** | |
| **Special Warrant *** | **6,643** | | **(6,643)** | |
| **Statutory Funding **** | **4,852** | | **(4,852)** | |
| **Total** | **1,086,069** | **1,085,613** | **(456)** | |

Notes:
*In addition to the original $1,074.574M budget estimate, the department received a special warrant authorizing a $6.643 million expenditure increase, which was primarily required to provide for compensation to school boards for salary increases resulting from the teachers' collective agreement effective September 1, 2002.

** The department also had statutorily authorized expenditures that were a net amount of $4.852M more than the original budget estimates. Those additional expenditures primarily reflected a $6.1M additional expenditure for the Teachers' Superannuation Plan, which was required as a result of a decline in the value of investments held by the Plan. This was offset by the net recovery on a cash basis for the Learning Resources Distribution Centre, of $1.6M.

This report is a transitional document for those program areas previously associated with the Department of Education. The reporting period for the Department of Education had been the academic or school year. The reporting period for the Department of Learning will be the government fiscal year of April 1, 2002 to March 31, 2003. Since the Department of Education's annual reporting period was from July 1, 2001 to June 30, 2002, there will be some overlap reflected in this report.

***Explanations of major variances:***

1. Increased Information Technology expenditures related to the Integrated Income Support System and Operations and Maintenance.
2. Analysis by SPMC of government-wide accommodation indicated that the lowest cost option for the government would include amalgamating Learning staff into three locations from the existing six. While this has resulted in higher expenditures for the department in the short term, the long term will see incremental savings as the result of the consolidation of locations and more efficient department operations.
3. Lower than forecast requirements for transfers to post-secondary institutions to cover principal and interest payments to the Education Infrastructure Financing Corporation.
4. Teachers' Salary Increases Sept to Dec 02 - $9.2M, Jan to March 03 - $6.9M as result of new agreement effective Sept 01,02.
5. Wind down of the Learning Resources Distribution Centre.
6. Underexpenditure to utilize the Student Aid Fund surplus.
7. Impact of declining stock market resulted in overexpenditure in Teachers' Superannuation Plan.

## Saskatchewan Learning
## 2002 – 03 Comparison of Revenue - Actual to Budget

| Category | 2002-03 Budget | 2002-03 Actual | Variance |
|---|---|---|---|
| **PRIVILEGES, LICENCES AND PERMITS** | **$ 258,000** | **$ 229,102** | **-28,898** |
| Teacher Certificates | 85,000 | 85,770 | 770 |
| Property and Building Rentals | 88,000 | 79,572 | -8,428 |
| Examination Fees | 85,000 | 63,760 | -21,240 |
| **SALES, SERVICES AND SERVICE FEES** | **378,200** | **431,715** | **53,515** |
| Maps, Prints, Books and Publications | 5,600 | 7,679 | 2,079 |
| Other Miscellaneous Services | 331,200 | 393,161 | 61,961 |
| Other Registration Fees | 41,400 | 30,875 | -10,525 |
| **INTEREST, PREMIUMS, DISCOUNT AND EXCHANGE** | **600** | **91** | **-509** |
| Profit on Foreign Exchange | 600 | 91 | -509 |
| **RECEIPTS FROM OTHER GOVERNMENTS** | **54,340,312** | **55,605,674** | **1,265,362** |
| Federal-Provincial Cost Sharing Programs | 51,702,312 | 51,605,674 | -96,638 |
| Employability Assistance | 2,638,000 | 4,000,000 | 1,362,000 |
| **OTHER REVENUE** | **579,500** | **471,383** | **-108,117** |
| Casual Revenue | 264,000 | 153,236 | -110,764 |
| Refund of Previous Years' Expenditures | 315,500 | 318,147 | 2,647 |
| **TOTAL FOR DEPARTMENT** | **$ 55,556,612** | **$ 56,737,965** | **1,181,353** |

1. NORTEP is no longer collecting rental fees.
2. Reduced number of applications.
3. Increased number of transcripts.
4. Reduced number of category registrations.
5. Lower federal contribution towards LMDA accommodations and Older Workers in Agriculture Pilot Project
6. Higher federal contribution towards Learning.
7. Lower than expected casual revenue.

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The 2002-03 department budget was $1,074.574 million including statutory; the department also received a Special Warrant authorizing a $6.643 million expenditure increase and statutory funding of $4.852 million, making the total available funding $1,086.069 million.

Total 2002-03 expenditures were $1,085.6 million, a variance of $.456 million. The following table provides a summary of actual expenditures: (in thousands of dollars)

| | |
|---|---|
| Personal services | $26,195 |
| Travel | 1,652 |
| Transfers | 918,676 |
| Supplier Payments | |
| Contract Services | 8,371 |
| Communications | 872 |
| Supplies and Services | 10,436 |
| Equipment and Other Assets | 7,404 |
| Teachers' Pensions and Benefits | 111,099 |
| Other Expenditures | 908 |
| Total | $1,085,613 |

Actual funding to third parties for 2002-03 was $868.618 million or 80.0% of total expenditures made up of operating, $862.5 million, and capital funding, $6.1 million.

The Department is responsible for managing and operating the Correspondence School Revolving Fund. The Correspondence School Revolving Fund was budgeted for sales revenues of $1.977 million and expenditures of $2.018 million, including an annual subsidy from the General Revenue Fund of $439,000. Actual revenue was $2.167 million and expenditures were $2.081 million.

# 2002-03 Accomplishments

## Theme One: Quality

Quality instruction, resources, and facilities are the strength of Saskatchewan's education system.

Our core K-12 curriculum is regularly reviewed and updated – or evergreened; our post-secondary institutions continually update their courses and training programs; our libraries ensure that Saskatchewan citizens have access to information for life-long learning. The Department and its partners maintain integrity by responding to the changing needs in the economy and by maintaining an environment that supports development and learning.

Saskatchewan Learning, through our institutions and employees, provides a quality system that prepares our citizens for the future, building stronger communities and a vibrant economy.

### Curriculum is appropriate, relevant and supported:

- Initiated K-12 curricula development in English as a second language, science, calculus, wellness, machining, and entrepreneurship.
- Developed, evaluated and promoted K-12 curriculum and resource materials for diverse cultural needs including Heritage/International and Aboriginal languages.
- 80% of our curriculum is aligned with the Western and Northern Curriculum (WNCP) Framework. WNCP ensures consistency in educational standards between the four western provinces and the territories allowing for easier mobility when students transfer into different jurisdictions.
- Completed or renewed K-12 curricula and bibliographies in career and work exploration, Native Studies, photography, graphic arts, energy and mines, horticulture, psychology, law, information processing, and accounting; as well as la psychologie et le programme français de base intensif.

**In the past ten years, over 75 % of the areas of study within each of the grade levels have undergone curriculum development and renewal.**

- Maintained the evergreen curriculum website to provide teachers and the public with access to the complete K-12 core curriculum and links to resources that support teaching and learning.
- Supported transitions from basic and K-12 education into education, training and employment opportunities by:
  - partnering with the Saskatchewan Literacy Network, the National Literacy Secretariat and other post-secondary learning partners to develop literacy "benchmarks" to improve the transition for learners from literacy programs to further training;
  - redesigning the Communications and Social Studies curriculum of the Adult 10 Basic Education program;
  - completing an intake and assessment framework for basic education and related programs; and
  - developing articulation agreements in partnership with the Apprenticeship and Trade Certification Commission and SIAST to ensure smooth transitions and credit recognition for secondary students entering apprenticeship or technology and trades training programs.

- Expanded e-learning opportunities by:
  - working with Saskatchewan Communications Network to televise curriculum-relevant school programs for two hours per day. These programs were made available to schools through the department's video duplication service;
  - Offered 23 additional online secondary level courses and 74 web-based curriculum resources to teachers and learners through www.centralischool.ca. A collection of 34 web-based learning resources are currently in development;
  - Offered 12 online courses to Correspondence School students and 11 satellite television courses through Saskatchewan Communications Network (SCN);
  - increasing financial support to acquire and renew appropriate technologies; and
  - participating in the Multitype Library Board initiative to purchase province-wide licenses for databases of journals, newspapers and reference materials and make them available through the Evergreen curriculum. Workshops were held throughout the province to promote use in instruction.

- Implemented the Mathematics Action Plan to improve student learning by:
  - providing topic-specific in-service and mentor support for Mathematics K-12 teachers;
  - creating, developing and supporting the 2002 Assessment for Learning Mathematics pilots in nine school divisions in northern and northwestern Saskatchewan; and the 2003 Assessment for Learning Mathematics pilots in fifty-five school divisions; and
  - developing a curriculum companion document for Grade 1 Mathematics.

Saskatchewan Learning continually monitors student achievement and progress and benchmarks the results through national and international performance standards. We use this information to evaluate curriculum and update where appropriate, providing learners with tools and resources they need for a quality education.

**Percentage of students performing at age appropriate (target) levels on national School Achievement Indicators Program (SAIP)**

| | Percentage of Students At or Above Target Levels | | | |
|---|---|---|---|---|
| | Saskatchewan | | Canada | |
| | Age 13 (Level 2+) | Age 16 (Level 3+) | Age 13 (Level 2+) | Age 16 (Level 3+) |
| Writing (2002) | 75.4% | 57.1% | 82.4% | 57.7% |
| Math content (2001) | 52.1% | 42.4% | 64.4% | 49.7% |
| Math problem solving (2001) | 60.8% | 45.3% | 67.6% | 47.1% |
| Science content (1999) | 75.5% | 77.4% | 73.3% | 76.1% |
| Reading (1998) | 76.1% | 64.9% | 76.7% | 69.3% |

*Source: Saskatchewan Learning*

**Student achievement results from the Program for International Student Assessment (PISA):**
Mean Scores for 15-Year-Olds:

| | Saskatchewan | Canada |
|---|---|---|
| Reading | 529 | 534 |
| Mathematics | 525 | 533 |
| Science | 522 | 529 |

*Source: Saskatchewan Learning*

Note: A score of 500 represents the international average. Saskatchewan and overall Canada achievement for this assessment were considered similar, as the small differences may be explained in terms of sampling and measurement error.

## Teaching and learning are supported:

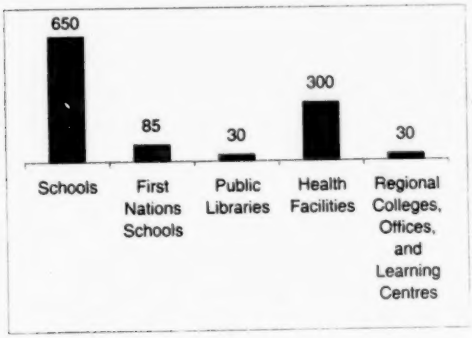
- Supported teachers with implementation of new or renewed curriculum in: Arts Education, Health Education, Social Studies, Canadian Studies, English Language Arts, and Practical and Applied Arts, using workshops, mentoring and other activities.
- Delivered workshops and mentoring to K-12 Francophone and French Immersion teachers.
- Oriented post-secondary faculty and students in education about changes to provincial curricula and developed articulation agreements among K-12, SIAST, and the Apprenticeship and Trade Certification Commission on Technical and Trades training programs.
- Provided training to K-12 teachers to use computers as a teaching tool.
- Graduated 11 students from NORTEP and 52 from SUNTEP with their Education Degree. Three hundred and fifty-one students are currently enrolled in these programs.
- Certified 1,451 K-12 teachers between April 1, 2002 and March 31, 2003.
- Supported K-12 classroom assessment and monitoring by:
  - completing administration, scoring, and preliminary reporting of the Provincial Learning Assessment in Critical and Creative Thinking to assist teachers in effectively implementing the program;
  - facilitating Saskatchewan's participation in the 2002 national School Achievement Indicators Program Writing Assessment and in the 2003 international Program for International Student Assessment;
  - providing teacher workshops to support the improvement of day-to-day classroom assessment; and
  - developing and implementing a pilot project with Manitoba Education and Youth, Yorkton and File Hills Qu'Appelle Tribal Councils and seven Saskatchewan school divisions to provide data on outcomes for students with low incidence disabilities.
- Supported continual upgrading for educators through bursaries by:
  - contributing $20,000 towards a bursary to encourage residents to obtain Master of Library Science (MLS) degree and return to Saskatchewan. The first $5,000 was awarded to an MLS student.
  - providing $23,725 in bursaries for 18 teachers to attend French Language training; and
  - contributing $705,000 to 196 teachers and 24 education students, allowing them to upgrade their knowledge in specific subject areas.

## Information is accessible and relevant

- Led a multi-partner working group to develop recommendations for a province-wide strategy on digitizing information resources relevant to Saskatchewan libraries, archives, museums, cultural agencies and post-secondary education institutions.
- Provided One Stop Access and Retrieval through the Provincial Library by using technology to enhance access to library information, resources and services by:
  - implementing new software that gives library users access to more services including interlibrary loans and magazine and information databases;
  - implementing new "Gateway" software to allow users to search all library catalogues in a single search;
  - upgrading Integrated Library System (ILS) software; and
  - enhancing the Saskatchewan Libraries website.
- Developed the Multitype Library System that lets library systems cooperate between sectors by broadening the Multitype Database Licensing Program resulting in:
  - increased client access to over 4,000 magazines, newspapers and other information resources;
  - adding 14 libraries to the partnership; and
  - increasing use of the databases by 50% from 189,348 in 2001 to 283,162 in 2002.

- Implemented CommunityNet in 30 public libraries and connected an additional 140 schools to the network. CommunityNet provides high speed internet access to schools, libraries, health facilities, and government offices in communities across Saskatchewan.

**Number of Facilities Currently with Community Net Access in Saskatchewan**




*Source: Saskatchewan Learning*

## Each citizen is prepared for full and meaningful participation in society.

- Transferred the Early Childhood Development Unit to the new Department of Learning[1] to meet the learning and development needs of pre-school children. This grew out of a strategy and a policy framework publicly released in April 1999. As a child's well-being is influenced by a number of social and health factors, responsibility for this initiative is a shared partnership between Saskatchewan Learning, the Department of Health and the Department of Social Services. The 2003-04 Annual Plan sets out objectives for the Early Childhood Development Strategy

- Implemented the KidsFirst program under the Early Childhood Development Unit in partnership with Department of Health and the Department of Social Services. The program provides support to vulnerable families in developing the capacity to nurture their children. Suggest that the Department notes the government's 2002-03 Mid-Year Report included. An update on results achieved during the first six months of the year in support of KidsFirst is included in the Governments 2002-03 Mid-Year Report; a complete results report will be published in the fall, as per the footnote

- Advanced School$^{PLUS}$ to ensure the well-being and educational success of all children and youth by:
  - establishing the Saskatchewan Council on Children and Youth, and the Strengthening Educational Capacity Forum;
  - holding provincial and regional School$^{PLUS}$ forums to clarify and strengthen the School$^{PLUS}$ concept;
  - developing a draft School$^{PLUS}$ Conceptual Framework document to extend understanding of and commitment to School$^{PLUS}$; and
  - recruiting 21 school divisions to participate in the School Division Improvement Initiative to determine strengths of the divisions and establish priorities.

**School$^{PLUS}$ recognizes that schools today have two primary functions:**

**to educate children and youth; and to support human services delivery at the community level.**

[1] As a key cross-government initiative, Early Childhood Development will prepare its own annual report to be released in November 2003. Results for KidsFirst from the first six months of the year is included in the Governments 2002-03 Mid-Year Report. For more information please refer to the ECD web page at www.sasked.gov.sk.ca/echild/index.html.

- Established five new community schools to meet the needs of vulnerable populations.

- Established the Rural Community Schools Implementation Committee to examine the implementation challenges in rural communities.

- Established six new pre-kindergarten programs, bringing the total number of schools with pre-kindergarten programs to 100. Over 1,300 children are supported through pre-kindergarten programs.

## Infrastructure and environment support learning:

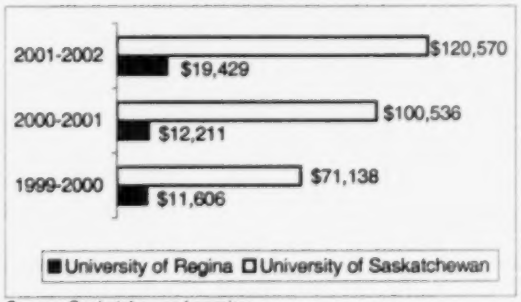
- Worked with SIAST and Regional Colleges on the implementation plan recommendations from the SIAST Review 'Building on Strength' and the Regional Colleges review 'Futures Close to Home'. During the year, Saskatchewan Learning initiated recommendations by collaborating and cooperating with SIAST, the universities, regional colleges, the Apprenticeship and Trade Certification Commission, First Nations and Métis institutions and other organizations.

- Ensured good governance across the sector by:
  - following the Memorandum of Understanding (MOU) protocol agreement signed in 2000 by the department and the two universities to ensure that the Board of Governors function in an optimal manner and appointments are made in a timely manner;
  - revising the recruitment and appointment process for the SIAST and Regional Colleges' board of directors.
  - ensured good governance and board performance, a thorough analysis of the current SIAST board was completed and recommendations for additional appointments were made; and
  - continued to work with SIAST, Regional Colleges, and the Apprenticeship and Trade Commission to refine their business planning process, including institutional performance measures.

- Continued working with industry representatives from the Private Vocational Schools Advisory Committee to develop policy approaches to ensure a strong private vocational school sector in Saskatchewan. Progress was made to specify performance measures relating to retention rates, employment rates, student satisfaction and employer satisfaction.

- Supported development of the Knowledge Corridor in Regina, a unique cluster of education, training and research institutions, by:
  - developing a strategic plan;
  - continuing leadership to the Steering, Working, and Communications Committees;
  - implementing a number of recommendations, such as the Underpass Connection Project; and
  - drafting the MOU for the Land Transfer/Lease agreement between the University of Regina, the Saskatchewan Property Management Corporation, SIAST and Saskatchewan Learning.

**Direct Investment in Research and Development at Saskatchewan's Universities**
Includes international, federal and provincial sources, and private funding
*(in millions)*




*Source: Saskatchewan Learning*

## Theme Two:
## Meeting Diverse Needs

Addressing the diverse educational and training needs of Saskatchewan people is key to the province's economic and social prosperity. Our population cuts across geographic, demographic, and socio-economic sectors and this diversity is reflected in the Department's initiatives. We are responsive to changes in our province and to the needs of learners.

Saskatchewan Learning is committed to life-long learning and ensuring that all our citizens can gain the knowledge they need to participate in the economy and in their communities.

### Meeting the needs of individuals

- Addressed the diverse social, cultural and learning needs of all students by:
  - partnering with the Federation of Saskatchewan Indian Nations and the First Nations Directors of Education to pilot a student information system that provides accurate, valid and timely information; protects students' privacy and supports student tracking within and between the provincial school system and First Nations schools;
  - strengthening the Indian and Métis Educational Development Program requirement for partnerships with the Aboriginal community in the 2003-04 grant approval process; and
  - evaluating and revising the Aboriginal Elder/Outreach Program criteria to ensure closer working relationships between school divisions and the Aboriginal community;

- Increased the number of programs and services in locations, formats and at times to fit learner needs. This included approximately 5,000 people enrolled in Adult Basic Education programs throughout the province delivered by SIAST, regional colleges and Dumont Technical Institute. About 3,000 of those opportunities were in rural Saskatchewan.

- Continued supporting partnership arrangements between Tribal Councils, First Nations, and School Divisions. These partnerships provide for resource sharing to enhance the educational opportunities for Aboriginal students.

- Signed a Memorandum of Understanding (MOU) with the FSIN that will bring greater involvement of First Nations people in education planning and decision making including: teacher training, educational standards, language and cultural programming, and culturally affirming curricula.

- Worked with literacy stakeholders to develop a draft Provincial Literacy Strategy. A department reference group was established to provide input.

- Provided Post-Secondary Aboriginal students with services such as counseling, tutorial support, information on employment opportunities and scholarships, study space and use of technology through the Aboriginal Student Activity Centres and SIAST Counselors for Aboriginal students.

**1,506 individuals wrote one or more of the five General Education Development (GED) tests. 1,428 people wrote all five tests with 770 receiving a GED grade 12 equivalency diploma.**

- Worked with the Departments of Justice, Corrections and Public Safety, Social Services, and Health to prepare for the implementation of the federal Youth Criminal Justice Act (YCJA) that will be guided by the Youth Services Model.

- Worked with Saskatchewan Corrections and Public Safety and other partners to improve educational opportunities for youth in custody to help ensure their re-entry to the public school system.

**Educational Attainment for the Saskatchewan Population Aged 15 and over**

| | |
|---|---|
| 0-8 years | 9.9% |
| Some High School | 20.6% |
| High School Graduate | 21.3% |
| Some Post-Secondary | 8.9% |
| Post-Secondary Certificate or Diploma | 27.3% |
| University Degree | 12.0% |

*Source: 2002 Labour Force Survey, Statistics Canada*

- Supported the first-year of 40 additional northern nursing seats and additional funding to support the fourth and final year of increased intake of 80 students per year in the Nursing Education Program.

- Implemented recommendations of the Advisory Committee on Library Services for Aboriginal people by:
  - funding Aboriginal cultural awareness training for staff and trustees of each of 10 public library systems; and
  - consulting with key stakeholders to prepare a draft five-year action plan.

- Continued Prior Learning Assessment and Recognition (PLAR) by:
  - supporting institutional capacity-building initiatives for PLAR through the completion of the PLAR Enhancement Funding Initiative: Final Report, the Recognition of Prior Learning (RPL) Referral Guide, and a PLAR Professional Development Fund;
  - launching the RPL web page on the department's website to serve as a "central hub" for the posting of RPL materials, documents, and resources; and
  - renewing the inter-provincial agreement with the International Qualifications Assessment Service (IQAS) and co-developing an IQAS information pamphlet with Alberta for distribution to stakeholders in May 2003.

- Supported the second-year of five additional seats in medicine.

- Advanced the Provincial Credit Transfer Strategy by:
  - conducting a comparative overview of four provincial online credit transfer guide models to assist in determining the scope and functionality of an online guide designed to meet Saskatchewan's needs;
  - participating in the development of the Ministerial Statement on Credit Transfer in Canada and the report titled: 'Provincial Post-secondary Systems and Arrangements for Credit Transfer' through the Council of Ministers of Education, Canada (CMEC) Credit Transfer Working Group; and
  - forming a working group of institutional representatives to define the data requirements and action plan to build/pilot phase one of the provincial online credit transfer guide.

- Provided opportunities for schools and/or school divisions to develop secondary credit courses that reflect local needs.

## Ensuring equity and accessibility

- Supported K-12 students with unique physical, behavioural and learning challenges by:
  - providing resources and consultation for teachers of students with low incidence disabilities through the Special Education ACCESS Program;
  - training teachers to support Personal Program Planning for students;
  - developing in-service materials about the Adaptive Dimension for school divisions;
  - evaluating and promoting resources that support teachers in meeting the diverse needs of Saskatchewan students; and
  - developing a resource with the Federation of Saskatchewan Indian Nations and the Saskatchewan Institute on the Prevention of Handicaps, for educators of students with Fetal Alcohol Spectrum disorders.

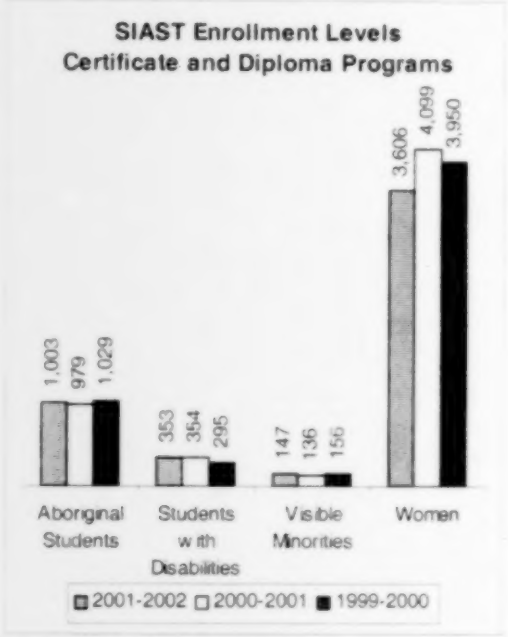
- Implemented Campus Saskatchewan by:
  - developing the Memorandum of Understanding to create the formal partnership with the University of Regina, University of Saskatchewan, SIAST, eight Regional Colleges, SIFC, SIIT, and GDI/DTI;
  - completing and launching the Campus Saskatchewan website;
  - assisting the universities and SIAST to have 60 online courses available for delivery and begin developing 100 more courses and learning resources; and
  - working with partner institutions to appoint members of the Management Board. The Board selected SIAST to provide "host" services to support the operation of Campus Saskatchewan.

- The Education Technology Consortium advanced e-learning in Saskatchewan schools by:
  - Piloting the delivery of on-line classes to 369 student by 23 teachers from 13 different school divisions; and
  - Arranging provincial licensing agreements for Microsoft and Adobe software on behalf of all school divisions.

- Developed Technology Enhanced Learning (TEL) course content by:
  - funding a total of 57 new projects to support institutions in developing online courses and learning resources in priority areas including: arts and science, health sciences, education administration, information technology, fine arts, police studies and human justice, First Nations and Métis law, early childhood services, culture, and languages;
  - supported the development and implementation of the TEL services pilot projects at each of the eight regional colleges through capital and infrastructure investments, as well as the development and delivery of learner support services for learners to use technology to access training opportunities in rural and northern Saskatchewan; and
  - collaborating with other provinces, through the Council of Ministers of Education, Canada, to begin developing a Pan-Canadian Online Learning Portal to increase shared access to online content and learning resources.

- Assisted 1,171 people with disabilities to pursue post-secondary education, training and employment opportunities through the Employability Assistance for People with Disabilities (EAPD) program.

- Supported the universities and SIAST to enhance services for online learners, including expanded library services, academic and technical help desk services, online tools to assess skills and preparedness, and administrative services.




*Source: Saskatchewan Learning*

- Signed an academic partnership agreement on March 7, 2003 between the University of Saskatchewan, the SIAST, and the Saskatchewan Indian Federated College. The three-way partnership supported delivering the Nursing Education Program at the Prince Albert campus giving preference to Indigenous students and residents of Northern Saskatchewan.

- Provided funding for the second year of a pilot project with the Regina Public School Board to assist people with disabilities make the transition from K-12 to further training or employment.

- Provided income support programs to ensure financial accessibility for post-secondary students, including:
  - providing Provincial Training Allowance (PTA) to approximately 5,000 learners in Basic Education and related programs. (Department of Learning figures only);
  - providing integrated student loan assistance to 15,663 students. Approximately 40% of full-time students apply for student assistance;
  - assisting with debt reduction benefits on behalf of needy students to keep their debt at a manageable level, including:
    - 9,888 Saskatchewan bursaries;
    - 2,023 Saskatchewan Study Grants to students with dependent children; and
    - 3,507 Millennium Bursaries on behalf of the Canada Millennium Scholarship Foundation.

**Student Loan Benefits Available to Post-Secondary Students in Saskatchewan**

| Benefit | Description |
|---|---|
| Remission | A debt reduction benefit available to Special Incentive Students (single parents, non-status Indian, Métis or students from Northern Saskatchewan). Available for the first 60 weeks of post-secondary study ever taken and reduces debt to $105 per week of study. |
| Saskatchewan Student Bursary | A debt reduction bursary for students whose needs assessment exceeds $200 per week of study. Available in the first 170 weeks of post-secondary study. |
| Canada Study Grant for Students with Dependent Children | A debt reduction benefit that is available for students who have dependant children and exceed the loan assistance needs assessment. A grant for need in excess of $275 per week of study. |
| Saskatchewan Study Grant for Students with Dependent Children | A debt reduction benefit that is available for students who have dependant children and exceed the loan assistance needs assessment. A grant for need in excess of $275 per week of study. |
| Canada Millennium Foundation Bursary | A bursary to reduce debt and is available for students in their second year or higher of post-secondary study. The bursary is between $2,000 and $4,000 with the highest level of need getting the highest award. |

## Meeting the needs of employers and industry:

- Worked with nine industry sectors under the JobStart/Future Skills Sector Partnerships Program to assist them with human resource planning.

- Approved 325 work-based training projects involving 1,147 trainees through Job Start / Future Skills; a further 2,146 trainees were linked to 200 institution based programs through SIAST, regional colleges, and Dumont Technical Institute.

**Job Start/Future Skills Participation by Client Group**

| | |
|---|---|
| Women | 47% |
| People with Disabilities | 1.7% |
| Visible Minorities | 1% |
| Aboriginal | 11% |
| Youth | 31% |

*Source: Saskatchewan Learning*

- Partnered with Human Resources Development Canada (HRDC) to deliver a pilot project to support older workers in agriculture to re-enter the labour market. Other partners included the Canada-Saskatchewan Career and Employment Services, Cumberland Regional College, SIAST, Saskatchewan Agriculture, Food and Rural Revitalization, and Agriculture and Agri-Food Canada. Thirty-seven farmers participated in the pilot project.

- Demonstrated through the 2002 SIAST Graduate Employment Survey that a SIAST education leads to employment. Results showed 92% of responding graduates who where available to work were employed; and 93% of employed respondents were working in Saskatchewan.

- Implemented the Post-Secondary Aboriginal Education and Training Action Plan with post-secondary partners to help Aboriginal people enter and succeed in post-secondary education, training and employment.

- Supported 134 training opportunities in the forestry sector, and 586 in the mining sector. These were supported through multi-party training partnerships combining investment from the private and public sectors.

- Supported the Apprenticeship and Trade Certification Commission in its delivery of training and certification services to approximately 5,400 apprentices and their employers.

**The Report of the Employer Survey of SIAST Graduates (July 2002) indicated a high level of satisfaction with SIAST graduates. Ninety two percent of responding employers are very satisfied or satisfied with the preparation of SIAST graduates for positions in their companies and 97% said they would hire SIAST graduates again.**

- Supported key initiatives of the Education and Labour Market Planning and Information Strategy and the learning sector including:
  - supporting the Saskatchewan Labour Market Network by coordinating, developing and providing labour market information to facilitate labour market and educational planning activities;
  - developing career and labour market information, such as Saskatchewan Futures and Job Chart in partnership with HRDC that supported career decisions by learners and job seekers; and
  - collaborating with federal/provincial/territorial jurisdictions through the Forum of Labour Market Ministers - Labour Market Information Working Group to achieve a more relevant, accessible and coordinated approach to the development and delivery of labour market information at the local, provincial and national level.

**Employment rate by educational attainment of the working age population 15 and older**

| | |
|---|---|
| 0-8 years | 24.4% |
| Some High School | 45.7% |
| High School Graduate | 72.8% |
| Some Post-Secondary | 66.1% |
| Post-Secondary Certificate or Diploma | 75.4% |
| University Degree | 80.7% |

*Source: 2002 Labour Force Survey, Statistics Canada*

- Worked with the Department of Social Services to evaluate Employment Programs.

- Completed the formative evaluation of the Canada-Saskatchewan Agreement on Labour Market Development (LMDA), done in partnership with the federal government.

# Theme Three: Maintaining Structural and Fiscal Integrity

Each year Saskatchewan Learning allocates resources to fulfill expanding education and training needs and ensure the integrity of our education system. Through policy and planning we balance a cohesive provincial direction with local control and autonomy.

We are continually looking at efficiencies and processes that support our efforts to keep Saskatchewan learners at the leading edge and prepared for the future.

## Policy and legislation

- Accepted the principle of recognizing a post-baccalaureate year of study for certification and classification of teachers.
- Provided a submission to the Deloitte and Touche Privacy Review and began work on response to recommendations.
- Updated The Apprenticeship and Trade Certification Act to ensure proper authorities were in place to administer the apprenticeship and training certification system in Saskatchewan.
- Replaced the existing Registered Music Teachers Act with a new statute that reflected current standards for professions legislation in Saskatchewan.
- Amended The Education Act, 1995 to provide appropriate statutory authority for a new Prince of Wales Scholarship Fund and to give newly amalgamated school divisions greater flexibility in setting mill rates.
- Continued to review existing regulations affecting Saskatchewan Home-based Education, and submitted recommendations for changes to the Minister. These recommendations were accepted and regulations are being drafted to reflect the changes.
- Concluded a new provincial collective bargaining agreement with Saskatchewan teachers for the period September 1, 2002 to August 31, 2004.
- Signed a new five-year Inter-Provincial Agreement with the four western provinces for the Western College of Veterinary Medicine at the University of Saskatchewan.
- As lead province for the Organization for Economic Co-operation and Development (OECD) Review on Adult Learning, Saskatchewan presented the OECD report 'Canada Country Note' to Canadian Ministers of Education in Winnipeg in Fall 2002 and identified key issues and follow-up for ministerial consideration.
- Contributed to the development of the document 'Our Journey to Better Health: The Vision and Strategic Directions for Academic Health Sciences (2003)' under the leadership of the Academic Health Sciences Network.

## Funding – Operations and capital projects

- Continued construction and planning of major capital projects by infusing $49.2 million via the Education Infrastructure Finance Corporation, $5 million in Centenary Funding, and $1.3 million in cash appropriations. The department met the following post-secondary capital needs:

  **University of Saskatchewan:**
  - opening the Chemical Engineering Building (September 13, 2002);
  - laying the cornerstone for the Kinesiology Building (September 27, 2002) (completion will be August 2003);
  - preparing the College Building for renovations;
  - ongoing work on the Thorvaldson building; and
  - renovating the Memorial Union Building.

**University of Regina**

- starting construction on the centre for Kinesiology, Health and Sport;
- opening the Education Building addition; and
- completing the Saskatchewan Indian Federated College (opening June 2003).

**Regional Colleges:**

- centralizing and expanding the North West Regional College Meadow Lake Campus.

- Funded the universities and SIAST to build capacity within the institutions for involving faculty in technology enhanced learning. This support enabled the institutions to create permanent capacity such as the Centre for Academic Technologies at the University of Regina and "Greenhouses" for faculty development at SIAST.

- Reviewed the Foundation Operating Grant program with stakeholders to ensure it is equitable.

- Used well-established and respected methodology to determine relative priorities for major K-12 capital projects. With the infusion of $40 million via the Education Infrastructure Finance Corporation, $4.6 million in Centenary Funding, and $3 million in cash appropriations for K-12 capital projects, a total of 12 new major capital projects were approved, and funding was provided to complete 11 major capital projects.

- Provided increased transitional assistance as an incentive for school divisions to amalgamate voluntarily.

- Wound down the sale and distribution of commercially published learning resources by the Learning Resources Distribution Centre.

- Provided additional mid-year operating grants to school divisions to fully cover the cost of the negotiated teacher salary increases from September 1, 2002 to March 31, 2003.

- Completed implementation of the new Funding Mechanism at the two universities and federated colleges.

- Ensured financial resources were comparable across public library systems by creating a model financial statement and providing it to public library systems for reporting 2002 data.

- Completed a Financial Review of Chinook Regional Library and presented the report to stakeholders.

# OUR PLAN FOR 2003-04 AND BEYOND

# Overview of Plan For 2003-04 and Beyond

The Annual Report is an opportunity to review our accomplishments to date and share our goals for the year ahead. The 2003-04 Performance Plan, the first produced for the Department of Learning, is focused on the goals and objectives of Saskatchewan Learning. However, intensive work by the Department and its partners and stakeholders is expected to result in a learning sector performance plan for 2004-2005.

Although the Department of Learning is one of the principal partners supporting the educational needs of the province's children, youth and adult learners, the Department is dependant upon numerous partners and stakeholders including school boards, post-secondary institutions and the public libraries to achieve its goals and objectives. Each of these partners and stakeholders has unique roles and responsibilities that complement each other to provide a comprehensive and integrated system in support of lifelong learning.

Highlights of Saskatchewan Learning's plans for 2003-04 include:

- Support the province's eight regional colleges to provide over 30,000 education and training opportunities to rural and northern Saskatchewan residents.
- Support the K-12 schools in providing credit courses for secondary students via distance education.
- More than 40,000 on- and off-campus training opportunities provided by SIAST.
- Increase availability of CommunityNet to include 881 schools and education offices and 162 libraries.
- More than 4,000 training spaces available through private vocational schools.
- More than 5,300 apprentices registered with the Apprenticeship and Trade Certification Commission.
- Approximately 1,200 work-based training opportunities.
- $250K increase in Public Library grants to ensure First Nations People have access to off-reserve public libraries.
- Provide early childhood development services for 763 post-natal families.
- 600 training spaces under the Northern Skills Training Program.
- More than 70 spaces at out-of-province institutions for training health technicians.
- Create 10 more community schools.
- 260 spaces in each year of the four-year Nursing Education Program of Saskatchewan and 144 spaces for training practical nurses.
- 8 additional placements in Respiratory Therapy training.
- Implement the School$^{PLUS}$ program that sees schools as centres of learning, support, and community for the children and families they serve. It actively involves educators, families, and community services to help provide children with the strong integrated support system they need to achieve success.
- 11,700 Grade 8 students and 1,600 middle-level teachers in 55 school divisions will continue to participate in the Assessment for Learning pilot. This initiative helps educators use data to guide continuous improvement in policy, programs and instructional practice.

Saskatchewan Learning will provide funding to support approximately 80,000 enrolments in post-secondary education and training programs during 2003-04. This includes more than 30,000 university students. Financial assistance for post-secondary education and training will be available through:

- Student Loan assistance ($66 million) to help approximately 17,000 students. Over half of this amount will be provided as bursaries and/or grants, reducing Saskatchewan student debt to among the lowest in the country.
- The Provincial Training Allowance which will provide income support for approximately 4,500 individuals.
- The Apprenticeship Training Allowance which will provide income support for 1,700 individuals receiving training in the skilled trades.

This plan provides an analysis of the challenges and opportunities that will impact the learning sector over the next few years and identifies the Department's plans to address each of them. The Key Actions set out in this plan are intended to be completed within the current fiscal year and the results of the

actions will be reported in the 2003-04 Annual Report. As the Department works with stakeholders and partners to develop a sector performance plan the focus of the 2004-05 goals and objectives may change.

## Plan At A Glance

The Department of Learning's Performance Plan is based on the following Vision, Goals, and Objectives. Accomplishments will be measured by the Performance Measures identified.

**Vision**

Through life-long learning, all Saskatchewan people become knowledgeable and skilled citizens contributing to and benefiting from society and the economy. The province is transformed socially and economically through the leadership of the learning sector.

**Goal 1: The diverse learning needs of individuals are met through high quality programs and services.**

**Objective 1:** Ensure provision of high quality programs and services.
Performance Measures:

- Percentage of students performing at age appropriate levels in mathematics, science, reading and writing on national School Achievement Indicators Program (SAIP) assessments.
- Number of post-secondary programs eligible for accreditation, which have achieved accreditation.

**Objective 2:** Ensure province-wide access to learning and information resources.
Performance Measures:

- Number of on-line courses delivered for K-12 and post-secondary students.
- Availability of CommunityNet in Public Libraries.

**Objective 3:** Increase the participation and success of First Nations and Métis people.
Performance Measures:

- Participation rate for First Nations and Métis people in the post-secondary sector.
- Graduation rates for First Nations and Métis people at SIAST

**Objective 4:** Increase positive outcomes for all individuals, particularly those with special needs.
Performance Measures:

- Absolute number of graduates by type of credential.
- Percentage of enrolments, graduates and participants by underrepresented group (persons with disabilities, visible minorities, women) at SIAST and in selected post-secondary programs.
- SIAST graduate employment rates for persons with disabilities, visible minorities, and women
- Percent of students in a cohort starting Grade 10 who finish within 3 to 7 years after they start.
- Employment rate by education attainment of the working age population 15+ with Grade 12, a diploma/certificate, or a degree.

**Goal 2: The diverse needs of communities, employers and the economy are met.**

**Objective 5:** Ensure the coordinated and seamless delivery of programs and services.
Performance Measures:

- Satisfaction of employers and post-secondary program participants with Saskatchewan's learning system.
- Saskatchewan Grade 12 students' plans for post-secondary education in and outside Saskatchewan.

**Objective 6:** Recognize and support research and development.
Performance Measure:

- Direct expenditures allocated to Research & Development (basic and applied) at the universities from international, federal and provincial sources.

**Objective 7:** Respond to existing and anticipated demand for programs and services.

Performance Measures:

- Absolute number of enrolments by type of credential and type of delivery in the adult learning system.
- Absolute number of enrolments in provincially funded K-12 schools by location of school division (rural, urban, northern).
- Average student debt on consolidation of Canada and Saskatchewan Student Loans following completion of studies.

**Goal 3:** **The structural and fiscal integrity of the systems is sustainable.**

**Objective 8:** Ensure the equitable and transparent distribution of provincial operating and capital funding.

Performance Measure:

- Evidence that sector partners have been involved in the development, evaluation, and refinement of the funding mechanism.

**Objective 9:** Provide for an appropriate balance of leadership from the Department and local/institutional autonomy.

Performance Measure:

- Proportion of unconditional grants to school boards.

**Objective 10:** Ensure accountability and public confidence.

Performance Measures:

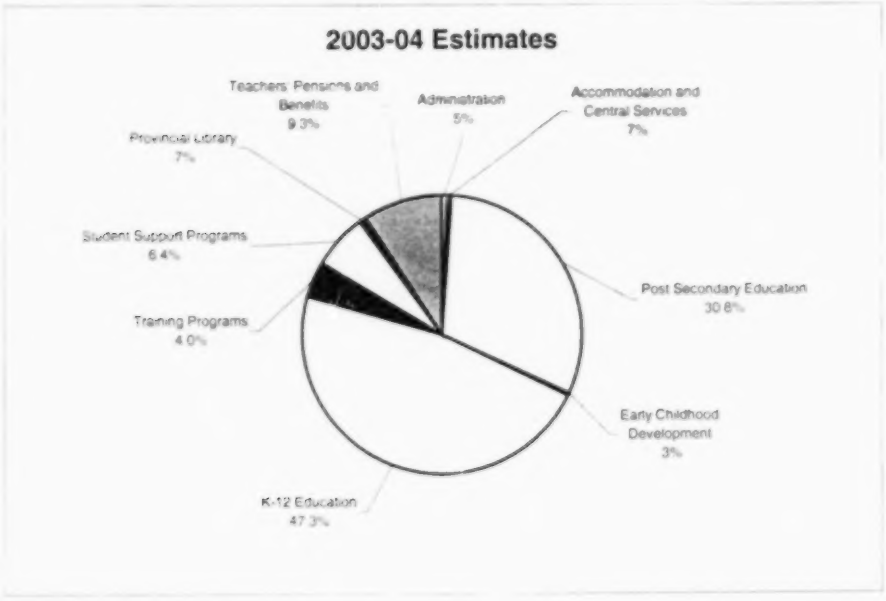
- Educational attainment of the population age 15+.
- Public satisfaction with the learning sector.

## Department of Learning
## 2003-04 Budget Overview

### Estimates

| Programs | 2003-04 Estimates ($X1,000) |
|---|---|
| Administration | 6,222 |
| Accommodation and Central Services | 7,873 |
| Post Secondary Education | 358,257 |
| Early Childhood Development | 3,032 |
| K-12 Education | 551,682 |
| Training Programs | 46,839 |
| Student Support Programs | 74,730 |
| Provincial Library | 8,520 |
| Teachers' Pensions and Benefits | 108,261 |
| TOTAL | 1,165,416 |

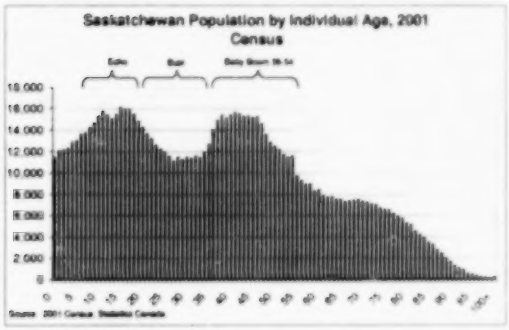
| | | | |
|---|---|---|---|
| Budgeted funding provided to third parties: | | 935,230 | 80.25% |
| Made up of funding for: | Operating | 891,441 | 76.49% |
| | Capital | 43,789 | 3.76% |



# Trends And Issues

A number of key trends have and will continue to influence the Department's and learning sector's activities. These trends and issues include:

- Changes in Demographics
  - There is a high number/percentage of Saskatchewan youth currently moving through the K-12 system. Although enrolments in the K-12 system overall are projected to decline in the coming years, demand for post-secondary education and training is expected to increase.
  - As the "baby boom" generation moves out of the labour force a potential workforce gap exists. The province will experience a tightening of the labour market.




  - The growing young Aboriginal population is potentially Saskatchewan's greatest asset to meet the issues associated with an aging labour force. Traditionally these Aboriginal learners have had less positive educational outcomes and lower labour market participation rates. The learning sector is and will be challenged to meet the education and training needs of Aboriginal children and youth.
  - The rural population is declining and the urban population is increasing. This has impacted on the type and level of services available in rural schools, libraries, and post-secondary institutions. The sector will be challenged to provide comparable levels of service to rural areas.
  - There are increasing numbers of learners of all ages with diverse and special needs some of whom require more costly supports in order for them to participate and succeed in educational experiences.

- Changes in the economy have increased demand for education to meet new and changing employer requirements. As well, an increasingly diverse provincial economy requires more specialized and diverse training.
- Saskatchewan's K-12 education system is jointly funded by the provincial government and school divisions which raise revenue through property taxes. However there is a growing sense – particularly in rural Saskatchewan – that this reliance on local taxation is too high. Municipalities are also concerned about the increasing level of funding they provide to regional libraries.
- The public's increasing expectation for high quality education and performance outcomes is reflected in the popularity of highly profiled critical assessments such as the Macleans magazine assessment of universities and colleges and interest in the results of national and public assessments of K-12 education such as School Achievement Indicators Program (SAIP). This increased expectation for quality puts pressure on the learning sector to meet expectations, meet or exceed recognized technical and professional standards, and compare favorably with other jurisdictions.
- A smaller proportion of low-income individuals are able to access post-secondary education, particularly university education. Students cite both financial and non-financial barriers to education, including rising tuition, cost of living, and geographic proximity to education and training.

# Where We Are Headed, What We Intend To Do & How We Will Measure Progress

**GOAL 1 – The diverse learning needs of individuals are met through high quality programs and services.**

**Objective 1: Ensure provision of high-quality programs and services.**

Ensuring that Saskatchewan has a learning sector that delivers high quality programs and services is a priority for the Department. Programs and services must remain competitive and credit transferable with other jurisdictions. Continual evaluation and renewal of curricula serve to maintain a responsive and relevant learning environment for lifelong learners.

**Key Actions**

- Continued implementation of the Mathematics Action Plan through classroom and community-based resources and supports, including workshops for teachers emphasizing the value of linking math to the real world and learning assessments focused on improving teaching and learning
  - Implement Grade 8 mathematics assessment
- Develop and implement Core Curriculum Renewal Projects in English and French
- Complete the Labour Market Development Agreement Summative Evaluation

| What are we measuring? | Where are we starting from? |
|---|---|
| *Percentage of students performing at age appropriate (target) levels in mathematics, science, reading and writing on national School Achievement Indicators Program (SAIP) assessments.*<br><br>SAIP assessments provide a measure of the level at which Saskatchewan students are able to function at compared to other jurisdictions.<br><br>Updated assessments for Writing will be available in 2003-04. | The 2001 Mathematics testing results were:<br>Age 13 students in Math:<br>Content = 52.1% acceptable level or better<br>Problem solving = 60.8% acceptable level or better<br>Age 16 students in Math:<br>Content = 42.4% acceptable level or better<br>Problem solving = 45.3% acceptable level or better.<br><br>The results of the last (1999) assessments on Science content were:<br>Age 13 students = 75.5% acceptable level or better<br>Age 16 students = 77.4 acceptable level or better<br><br>The results of the last (1998) assessment of Reading and Writing were:<br>Age 13 students<br>Reading = 76.1 acceptable level or better<br>Writing = 95.9 acceptable level or better<br>Age 16 students<br>Reading = 64.9 acceptable level or better<br>Writing = 84.2 acceptable level or better |
| **What are we measuring?**<br>*Number of post-secondary programs eligible for accreditation, which have achieved accreditation.*<br><br>Accreditation is a program specific approach to assessing a program against nationally established standards of excellence in all aspects of program delivery including: curriculum; faculty; facilities; equipment; student services; employer relations; learner progress and retention; graduation rates and graduate employment. | **Where are we starting from?**<br>Degree (1999/00)<br>University of Regina (12 of 12) = 100%<br>University of Saskatchewan (52 of 52) = 100%<br>Diploma/Certificate (1999-00)<br>SIAST – 41 of 47 programs +87%<br>Apprenticeship (1999/00)<br>All 35 Red Seal Trades in Saskatchewan have achieved accreditation = 100% |

**Objective 2: Ensure province-wide access to learning and information resources.**

Saskatchewan has a geographically diverse population. In order to maximize access for rural and northern citizens, programs, services, and information is offered through the regional colleges system, the regional libraries, school boards, and the Department's correspondence school as well as by electronic media including the Saskatchewan Communications Network and the internet.

**Key Actions**

- Enhance access for teachers and students to on-line resources
  - Develop a Distance Learning Consortium
  - Develop on-line courses, including all subject areas required for Grade 12 graduation
  - Provide supports for successful teaching and learning
- Increase availability of CommunityNet to include 881 schools and education offices (including 86 First Nations schools) and 39 regional colleges, offices and learning centres and 162 libraries. Funding from the Centary Fund will support in-school wiring and cabling in K-12 schools.
- Develop and implement Technology Enhanced Learning (TEL) Action Plan
  - Develop an expanded and integrated array of on-line courses (90 on-line post-secondary courses), programs and learning resources
  - Improve services to help students have access to, and succeed in, on-line learning including counseling and study support
  - Provide faculty professional development and support in using TEL
  - Support Campus Saskatchewan to continue to expand on-line educational opportunities and enhance services to learners, including access to computers and the Internet and counseling and study support.

| **What are we measuring?** | **Where are we starting from?** |
|---|---|
| *The number of on-line courses delivered: K-12 and post-secondary.*<br><br>On-line courses provide increased access for students and learners independent of geography. | 2000/01<br>• the K-12 system delivered 17 on-line courses<br>• the post-secondary sector delivered 24 on-line courses |
| *Availability of CommunityNet in Public Libraries.*<br><br>This measure reflects the access to *CommunityNet* across the province. *CommunityNet* supports equitable access to global information and resources by providing high-speed Internet access. | In 2001/02, no libraries had *CommunityNet* |

**Objective 3: Increase the participation and success of First Nations and Métis people.**

The 2001 census data indicates Aboriginal people account for 13.5% of the total population in Saskatchewan. Fifty-eight percent of the Aboriginal population is under the age of 25 years compared to 33% of the non-Aboriginal population. There is a gap between the overall educational attainment of the total provincial population and the educational attainment of the Aboriginal population.

**Key Actions**

- Develop and support Aboriginal curriculum
  - Implement Aboriginal Languages Development Strategy
  - Develop curricula for Cree and Dene 10, 20, 30
  - Revise Native Studies 20 curriculum
- Implement Post-Secondary Education and Training Aboriginal Action Plan
  - Sign new agreement with Gabriel Dumont Institute
  - Implement Northern Nursing Program with an additional 40 seats
  - Provide 40 spaces for northern residents to upgrade math and science skills through the Northern Health Science Access Program
- Improve cultural and linguistic sensitivity of Early Childhood Development Strategy interventions
- Ensure universal access to off-reserve public libraries for First Nations People

| **What are we measuring?** | **Where are we starting from?** |
|---|---|
| Participation rate for First Nations and Métis people in the PSE sector, at SIAST, and in selected programs including Basic Education (BE), JobStart/Future Skills (JS/FS), and Apprenticeship).<br><br>This measure provides information about the sector's ability to support Aboriginal people. *Self-declaration is used to collect data related to constitutional status. Data is not currently available from all sector partners but data availability is expected to improve over time* | **First Nations and Métis (combined) enrolments expressed as a percentage of the total enrolments (1999-00)was as follows:**<br>• SIAST programs – 18.2%<br>• Basic Education - 52%<br>• JobStart/Future Skills - 21%[2]<br>• Multi-Party Training Plan - 92%<br><br>In 2000-01, 5.8% of registered apprentices were of Aboriginal ancestry. |
| *Graduation rates for First Nations and Métis people.*<br>This measure provides information about the sector's ability to support Aboriginal people and is a proxy for the extent to which Aboriginal people succeed. At this point in time SIAST is the only sector partner able to report this data. | • In 1999-00, 11.5% of SIAST graduates were of Aboriginal ancestry |

[2] This represents an average between Work-based training for the Unemployed, and Institutional Quick Response.

**Objective 4 Increase positive outcomes for all individuals, particularly those with special needs.**

The sector recognizes the critical importance of meeting the needs of all Saskatchewan residents including those individuals from underrepresented groups (Aboriginal people, visible minorities, women in non-traditional occupations, and people with disabilities) as well as those students with special needs. Despite improvements made over the past years, an education gap remains between the total population and underrepresented groups.

**Key Actions**

- Implement School$^{Plus}$ :
  - Support the Saskatchewan Council of Children and Youth and the Strengthening Educational Capacity Strategy
  - Publish School$^{Plus}$ Conceptual Framework Document
    - Develop Hidden Youth Strategy
    - Supplement student tracking system
    - Continued support to the Youth Justice pilots
    - Produce new guidelines on student suspension and expulsion and develop best practices on student retention
  - Implement Integrated Services Initiatives to support Shared Service Areas in their transition to support School$^{Plus}$
  - Field test effective practices toward School$^{Plus}$ implementation in 21 school divisions
- Expand the number of Community Schools by 10
- Implement Communications and Social Science curricula for Basic Education
- Release Provincial Literacy Strategy
- Negotiate successor agreement to the Employability Assistance for Persons with Disabilities Agreement with Human Resources Development Canada
- Implement Early Childhood Development Strategy:
  - Implement tools for assessing early learning progress
  - Recommend ways to make government social policies more responsive to KidsFirst families. Many important initiatives have been planned for the KidsFirst Strategy. These initiatives are documented in the document entitled 'Our Plan 2003-04' on the government website at www.gov.sk.ca/finance/budget
  - Develop a mechanism to monitor caregiver involvement in early learning
  - Provide early childhood development services for 763 post-natal families
  - Support screening of 95% of births in targeted communities and 90% of all Saskatchewan births
- Expand the number of early learning spaces in targeted communities; the number of pre-kindergarten programs by 15
- Implement, with other Departments, "The Youth Criminal Justice Act"
- Develop a community-supported continuum of services for youth in Regina and Prince Albert using the Youth Services Model in cooperation with other Departments
- Implement Recognition of Prior Learning services and the Intake Assessment Framework for Basic Education and related programs
- Create a Career Development Action Plan for K-12 including a Career Services hotline and career information website
- Review funding recognition protocols to support students with exceptional learning and behavioural needs.

| What are we measuring? | Where are we starting from? |
|---|---|
| *Absolute number of post-secondary graduates*<br>This measure provides an indication of the annual number of graduates. Over time, an increase in the total number of graduates will increase the overall educational attainment of the province. | For 2000-01, the number of post-secondary education and training graduates by type of credential was:<br>• Degree: 4,912 graduates<br>• Diploma/Certificate[3]: 4,267 graduates<br>• Journeyperson: 901 jouneypersons |
| **What are we measuring?**<br>*Percentage of enrolments, graduates and participants by underrepresented group (persons with disabilities, visible minorities, women)*<br><br>The intent of these measures is to provide information about the sector's support for equity groups. The range of measures provides a proxy for the extent to which specific groups participate and succeed in the PSE sector. Note: Information from other portions of the learning sector will be included as available. | **Where are we starting from?**<br>SIAST enrolment rates (2000/01)<br>• Persons with Disabilities: 4.5%<br>• Visible Minorities: 2.2%<br>• Women: 45%<br>SIAST graduates (2000-01)<br>• Persons with Disabilities: 3.3%<br>• Visible Minorities: 1.5%<br>• Women: 52.4%<br>JobStart/FutureSkills participation rate (2001/02):<br>• Persons with Disabilities: 2.1%<br>• Visible Minorities: 1.7%<br>• Women: 41%<br>Basic Education participation rate (2001/02)<br>• Persons with Disabilities: 6%<br>• Visible Minorities: 4%<br>• Women: 39% |
| *SIAST graduate employment rate for persons with disabilities, visible minorities and women.*<br><br>The intent of this measure is to provide information about the sector's support for people in underrepresented groups. This measure provides a proxy for the extent to which specific groups succeed in the PSE sector. Currently data is not available for the rest of the learning sector. | SIAST Graduate Employment Rates (2000-01)<br>• Persons with Disabilities: 91%<br>• Women: 95%<br>• Visible Minorities: 91% |
| *Percent of students in a cohort starting Grade 10 who finish within 3 to7 years.*<br><br>Graduation is proxy for the success of high school students. Over time, an increase in the total number of high school graduates will increase the overall educational attainment of the Saskatchewan population. | In 1999-00 the percentage was 79% |
| **What are we measuring?**<br>*Employment rate by educational attainment of the working age population 15+ with Grade 12, a diploma or certificate, or a degree.*<br><br>The relationship between training/education and employment is very strong. This relationship is becoming stronger as the province diversifies and as the new knowledge economy impacts the workforce. | **Where are we starting from?**<br>The Statistics Canada 2001 Labour Force Survey lists employment rates by educational attainment for the Saskatchewan working age population 15+ were:<br>• High School Graduates: 72%<br>• Diploma/Certificate: 73.6%<br>• University Degree: 79.6% |

[3] This number includes diploma and certificate graduates at both universities and SIAST. The breakdown is: University of Regina = 311; University of Saskatchewan = 230; SIAST Diploma = 844; SIAST Certificate = 2,882.

## GOAL 2- The diverse needs of communities, employers, and the economy are met.

**Objective 5: Ensure the coordinated and seamless delivery of programs and services.**

Working together to ensure programs and services respond to the needs of the citizens of Saskatchewan is fundamental to ensuring a prosperous future for our province. The learning sector encourages the involvement of students/learners, parents, employers and communities in the planning, implementation, and evaluation of the sector's programs and services to ensure individuals have the skills and abilities to contribute in society.

**Key Actions**

- Design a new regional services delivery mechanism in 26 locations. At the community level this mechanism will link an array of human services more closely to schools.
- Increase the number of Practical and Applied Arts high school students receiving instruction in the 'Ready to Work' program

| What are we measuring? | Where are we starting from? |
|---|---|
| *Satisfaction of employers and PSE program participants with Saskatchewan's learning system.*<br><br>*Satisfaction of students and parents are under development.* Student, parent and employer confidence in the sector's programs and services is a general measure of overall awareness, relevance and quality. The feasibility of surveys specifically targeted to students and parents is under investigation. | *Saskatchewan Training Strategy Evaluation (2000)* indicated 91% of surveyed employers were satisfied with the Department's programs.<br>*SIAST 2001 Employer Survey* indicated 89% of responding employers are very satisfied or satisfied with SIAST graduates.<br><br>The *Labour Market Development Agreement (LMDA) Formative Evaluation (2001)* indicated:<br>• 59% of employers surveyed reported provincial programs and services met or exceeded expectations<br>• 78% of surveyed participants indicated programs and services met some to all of their needs |
| **What are we measuring?**<br>*Saskatchewan grade 12 students' plans for post-secondary education by program type in and outside Saskatchewan.*<br><br>This measure assesses the percentage of Saskatchewan high school students who plan to go onto post-secondary education. | **Where are we starting from?**<br>The 1999 survey published by Saskatchewan Education indicated 7,238 students would attend post-secondary education, 5,455 (75%) in Saskatchewan and 1,499 outside the province. |

**Objective 6: Recognize and support research and development. (R&D)**

Research and its application are an increasingly important part of a knowledge-based economy. Saskatchewan's universities direct approximately half of all R&D conducted in the province. Saskatchewan R&D achievements related to home energy efficiency, agricultural biotechnology, and the Canadian Light Source are recognized around the world.

**Key Actions**

- Full implementation of the Research and Development Framework and administrative guidelines
- Research comparative Aboriginal/provincial/federal standards for learning program development, implementation, maintenance and evaluation
- Develop shared research agenda with Saskatchewan Education Research Network relevant to preK-12 education with particular emphasis on Aboriginal education

| What are we measuring? | Where are we starting from? |
|---|---|
| *Direct expenditures allocated to R&D (basic and applied) at the universities from international, federal, and provincial sources.* Saskatchewan's universities are primary participants in R&D activities. This measure provides an estimate of R&D funding from various sources. | For 2000-01 funding for R&D at the universities was estimated at $110M (sources of R&D revenue included federal, provincial, private sector, and other sources). |

**Objective 7: Respond to existing and anticipated demand for programs and services.**

Continual evaluation and renewal of curricula, programs, and services contributes to the maintenance of a responsive and relevant learning environment.

A skilled workforce supports industry and economic growth. Data from business and industry through advisory bodies, as well as input from needs assessment and reviews, along with economic and demographic trends are used to update programs and services and to develop new programs and services.

**Key Actions**

- Implement the Integrated Income Support System for on-line application and processing of applications for income support programs
- Implement federal/provincial/territorial initiatives to improve financial assistance to students by increasing part-time earnings and scholarship exemptions for student loans
  - Increase exemptions for part-time earnings from $600 per study period to $1,700 per 34 week study period
  - Increase exemptions for scholarship earnings from $600 per study period to $1,800
- Provide $66 million in Student Loan Assistance with approximately 55% of this in the form of bursaries and/or grants.
- Implement an interest subsidy for medical students
- Implement a bursary system with 23 bursaries for young teachers in specialty training
- Develop a National Designation Framework for institutional eligibility for student loans
- Award 10 Prince of Wales scholarships for grade 11 students in Community Schools
- Increase the number of Centennial Merit Scholarships by 300 for first-year post-secondary education
- Implement the Education and Labour Market Planning and Information Strategy
- Increase enrolments in health-related programs, e.g., Medicine, Nursing, Nuclear Medicine Technology, Respiratory Technology
- Maintain intake of 60 students per year in the College of Medicine
- Improve teacher recruitment and retention, particularly in rural and northern Saskatchewan
- Support skills and training opportunities in the forestry and mining sectors through the Northern Labour Market Committee
- Renew a Multi-Party Training Plan approach for Mining sector

| What are we measuring? | Where are we starting from? |
|---|---|
| *Absolute number of enrolments by type of credential and type of delivery in the Adult Learning system.*<br><br>This measure depicts the number of enrolments in programs and services by the type of credential sought. Enrolments are a proxy measure of the system's capacity. | In 2000/01 full-time and part-time PSE sector enrolments included:<br>• 28,008 regular session enrolments in degree programs,[4]<br>• 6,731 enrolments in certificate/diploma programs,[5]<br>• 6,615 Apprentices served,<br>• 4,899 enrolments in Basic Education,<br>• 33,456 enrolments in regional colleges,<br>• 2,153 (TEL) = estimated on-line enrolments (250) and SCN enrolments (1903). |

[4] This number includes all full-time and part-time regular session enrolments in both graduate and undergraduate degree programs but does not include all Spring and Summer inter-session enrolments.

[5] This number does not include certificate or diploma enrolments at the University of Regina.

| What are we measuring? | Where are we starting from? |
|---|---|
| *Absolute number of enrolments in provincially-funded schools by location of school division (rural, urban north).*<br><br>This measure is a proxy for demand in the K-12 system. School divisions are classified as urban if a majority of their students live in one of the 12 cities of the province. | 1999/00 enrolments:<br>Rural schools – 72,371<br>Urban schools – 110,687<br>Northern schools – 5,536<br>Total enrolment – 188,594 |
| *Average student debt on consolidation of their Canada and Saskatchewan Student Loans following completion of studies.*<br><br>Approximately 40% of post-secondary students receive for financial assistance in the form of loans, bursaries and grants. This measures the impact of programs designed to keep student debt levels manageable and to improve financial accessibility. Average debt levels serve as one measure of financial accessibility. | In 1999/00 the average debt per student on consolidation of their Saskatchewan and Canada Student Loans was $13,843. |

## GOAL 3 - The structural and fiscal integrity of the systems is sustainable.

**Objective 8: Ensure the equitable and transparent distribution of provincial operating and capital funding.**

Provincial funding for the learning sector must be distributed to a wide variety of third party partners and stakeholders using transparent and accountable processes.

**Key Actions**

- As part of a two-year $110M funding commitment, provide for $76 million in capital improvements for the learning sector
- Develop capital prioritization framework for post-secondary institutions
  - Provide funding for roof replacement and enhanced accessibility at SIAST Kelsey Campus
  - Provide funding to SIAST Woodland Campus
  - Support major capital project at the Meadow Lake Campus of North West Regional College
  - Support construction of the Sports Complex at the University of Regina
  - Support a feasibility and planning study for a new laboratory building at the University of Regina
  - Support restoration of the College Building and the Research Annex at the University of Saskatchewan
  - Support a feasibility and planning study to investigate options for developing an Academic Health Sciences Centre at the University of Saskatchewan
- Maintain the capital prioritization framework for K-12 capital facilities funding allocations.
  - Provide funding for schools in Ile-a-la-Crosse, Carnduff, Cabri and Nipawin and renovations in Dalmeny and Prince Albert
- Increase the Foundation Operating Grants to K-12 school divisions to fully cover teachers' collective agreement costs
- Participate in the K-12 Education Financing Commission

| What are we measuring? | Where are we starting from? |
|---|---|
| *Evidence that sector partners have been involved in the development, evaluation and refinement of funding mechanisms.*<br>The Department is committed to working with the sector using the principle of partnership. This measure assesses the degree to which the principle of partnership is respected when dealing with financial matters. | Foundation Operating Grant 2002-03<br>The Department regularly reviews the Foundation Operating Grant Program with stakeholders. The Foundation Operating Grant External Reference Committee strongly endorses the operating grant as an effective and equitable way to distribute provincial grant dollars<br>Universities Funding Mechanism 2002-03<br>The Standing Committee on University Funding, made up of the two universities, federated colleges and the Department reviews the university funding mechanism and makes recommendations to government.<br>Regional Colleges 2002-03<br>The Department has regular meetings with Colleges' Senior Management to discuss the funding mechanism.<br>Regional Libraries 2002-03<br>The Provincial Library has regular meetings with Library Board Chairs and Directors to discuss issues affecting public libraries including funding. |

**Objective 9: Provide for an appropriate balance of leadership from the Department and local/institutional autonomy.**

Saskatchewan's current statutory and policy framework supports a balance between provincial direction and local control. This balance supports provincial direction as well as flexibility to address local needs and priorities.

**Key Actions**

- Support school division restructuring and amalgamation
  - Promote and identify opportunities for amalgamation/restructuring
  - Provide legal documentation and financial support to boards

| What are we measuring? | Where are we starting from? |
|---|---|
| *Proportion of unconditional grants to school boards.*<br>The percentage of unconditional provincial funding provides a measure of the school board's ability to fund to meet locally determined educational priorities.<br>A measure to assess the autonomy of post-secondary institutions is underway. | 1999/00 – 89% |

**Objective 10 – Ensure accountability and public confidence.**

The sector has a wide array of governance structures and accountability relationships. Strong leadership, thorough planning and performance monitoring are key components of good governance. These commitments are essential to achieving high quality programs and services and sector-wide accountability.

**Key Actions**

- Implement the enhanced K-12 Student Tracking Initiative
- Develop a sector-wide Strategic Plan in consultation with sector partners

| **What are we measuring?** | **Where are we starting from?** |
|---|---|
| *Educational attainment of the population 15 and older.*<br>Educational attainment levels provide an assessment of the educational status of the provincial population. Changes to these statistics occur slowly. | Based on the 2001 Labour Force Survey, the educational attainment of the Saskatchewan population age 15+ is:<br>• High school graduates = 21%<br>• Certificate/diploma = 27.4%<br>• University degree = 11.2% |
| *Public satisfaction with the learning sector.*<br>Public confidence in the sector is a general measure of overall awareness, relevance, and quality. Public confidence is measured by a series of questions on the public Omnibus survey. | The results from Saskatchewan residents polled in the October 2002 provincial Omnibus Poll were:<br>• 54% rated the quality of provincial elementary schools as good/excellent<br>• 47% rated the quality of provincial secondary or high school schools as good/excellent<br>• 62% rated the quality of provincial post-secondary programs as good/excellent |

## Where to obtain additional information:

If you have any questions, or if you would like additional copies of this report we invite you to contact us at:

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You can also visit our website for more information or to download a copy of this report:
http://www.sasked.gov.sk.ca